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AUTHOR Ramey, Madelaine
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ABSTRACT

This report evaluates the Seattle (Washington) Public Schools Interagency Programs, a joint state-city-school district effort to educate youth who are on parole or probation. Since its inception in 1970, the program has expanded to include homeless youth, youth who are practicing or recovering substance abusers, and other youth who are at-risk of juvenile delinquency. Each site was assessed in terms of the following program objectives: (1) regular attendance; (2) the student's ability to set goals and measure progress toward those goals; (3) improvement in mathematics and reading achievement; and (4) positive school experience. Evaluation information was drawn from observations and staff interviews at the 13 program sites, a student survey, and student records. Each program is described, including a case study of a typical client, a summary of responses to the student survey, and an assessment of program outcomes. Cross-site student concerns are summarized. Recommendations include a reexamination of behavioral, attendance, and achievement objectives, improvements in developing and reporting student objectives, and incorporation of student suggestions. A description of how preprogram attendance was determined, and analyses of student responses to two survey questions are appended. (FMW)

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SEATTLE PUBLIC SCHOOLS
815 Fourth Avenue North
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1989-90 INTERAGENCY PROGRAMS REVIEW

REPORT NO. 90-5
DECEMBER, 1990

MADELAINE RAMEY

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MANAGEMENT SUMMARY

The Seattle Public Schools Interagency Programs originated in the 1970's as part of a joint state-city-school district effort to educate youth who are on parole or probation. Interagency Programs has since expanded to offer educational services to youth who live on the street, are practicing or recovering substance abusers, and who are otherwise at risk of living outside the law. In 1990, Interagency Programs still operates in association with a variety of agencies, from mental health to the King County Youth Service Center.

This 1990 report describes the first review of the Interagency Programs as a whole, as an education operation, and was initiated by administrative staff of the Seattle Public Schools. Its purpose is threefold: to describe the Interagency Programs, to identify areas needing improvement, and to make recommendations regarding these improvements. It uses data obtained from observations and interviews of staff at the various Interagency sites; a student survey; and attendance, behavioral, and achievement records maintained by site staff.

The review resulted in a recommendation that the Interagency Programs management team determine

1. what are appropriate behavioral and attendance objectives;

2. an alternative way to assess students' academic achievement growth;

3. timelines for

    a. implementing a corrections curriculum at the Detention Center,
    b. developing measurable sitewide student objectives at three Interagency sites, and
    c. reporting sitewide student objectives at two Interagency sites;

4. how to represent the number of transitions facilitated by the Transition Team; and

5. how to incorporate program student suggestions for improvement.

1989-90 INTERAGENCY PROGRAMS REVIEW

INTRODUCTION

Origin of the Program

Early in the 1970's, Washington State's Division of Juvenile Rehabilitation (DJR) identified adjudicated youth as a school-age population not receiving educational services. Division staff members requested the State Superintendent of Public Instruction (SPI) to assist in providing special learning centers to serve these youth. Seattle was one of the state's learning center service areas. DJR and the Seattle School District entered a cooperative relationship in which the district provided staff and DJR provided facilities and ancillary services to the youth who were their common clients.

At about the same time, the City of Seattle approached the school district with a similar proposal. If the district would provide staff and educational programming, the city would provide space, furniture, and other necessities for serving clients of the Youth Service Bureaus, which the City operated. Mt. Baker and Ballard/Fremont were the first youth service bureaus to enter into the resulting cooperative arrangement.

Interagency Programs resulted from these initial efforts. Interagency now works with a variety of agencies, from mental health to the King County Youth Service Center.

Program Objectives

Interagency clients are youth caught emotionally, mentally, and sometimes physically in situations that are at best temporary. Many are on parole or probation, some are awaiting sentence, some live on the street, and some are practicing or recovering substance abusers. Interagency Programs provides educational services to these youth until they can resume--or begin--a more functional life direction, which includes participating in a productive learning situation. The learning environment may be school or a vocational program or even a job; it varies according to the host agency and its purpose and the student's aspirations. The Interagency Programs objectives, listed below, are designed to prepare students for their more productive learning environments.

The first objective is regular attendance, since changes in long held behavior patterns and success in school or job depend on regular attendance.

A second objective is that the student be able to set goals and measure progress toward these goals.

A third objective is to enable students to maintain or catch up in basic academic areas. This objective has historically been phrased in terms of a 1/2 grade level improvement in the academic areas of reading and math each semester that the student is regularly attending.

The fourth objective is that students, many of whom are severely alienated from schooling, will have a positive school experience.

Characteristics of the Program

Interagency Programs serves the clients of the host agency. This means that each program has a different student population and a different approach to meeting its goals. Each program is located within the agency it serves so that Interagency "classrooms" are spread throughout the city of Seattle. The following is a list of the twelve 1989-90 Interagency sites.

Central Youth and Family Services (formerly Mount Baker)
Detention Center
First Place
Metropolitan Seattle Urban League
North Seattle Youth Service Bureau
Orion Center
Ryther Child Center
Southwest Youth and Family Services
United Indians
YouthCare Shelter School
YMCA
Youth Employment Education Program

The most common element in this diversity is the use of the Education Transition Plan (ETP). The ETP is used by many of the Interagency programs and contains program as well as individual students' goals, in a format that allows for progress monitoring by both students and staff. Through use of the ETP, staff and students work on improving attendance, on-time arrival, and academic skills. Specific goals are developed with each student in behavioral, vocational, and life skills areas. The ETP format helps teach students how to set goals and how to judge if their goals have been achieved.

The programs are held together by a central office which is located apart from them. This office administers budget (including District, grant, and DJR monies) and District personnel and other policies, maintains an instructional computer operation, coordinates staff training and staff meetings, operates an intersite athletic program, and represents the District in interacting with its partner agencies.

Grades, student records, and other student data are routed through the central office into the District record keeping system. Data entry and reporting requirements for SPI and DJR and the host agencies are coordinated through this office.

Central office support services staff include a reading consultant and transition team members. The former has developed and, by means of site visits, helps implement use of a specially developed reading curriculum. This curriculum is

based on a set of twelve nonsequential reading skills, designed to stand alone, for students who can't all follow the same sequence and/or can't complete the full sequence.

The transition team is jointly sponsored by the Division of Juvenile Rehabilitation and the District, represented by Interagency Programs, and is supervised and staffed by District personnel. Transition team activities are described in a later section of this report.

DESCRIPTION OF THE REVIEW

Purpose of the Review

The purpose of the review is to take an evaluative look at the Interagency Programs. It is not an evaluation in the strict sense because the usual standards and techniques by which to evaluate an educational program are inappropriate. Rather, this review is a mix of program description, needs assessment, and objectives-based evaluation. Its purpose is threefold: to describe the Interagency Programs, to identify areas needing improvement, and to make recommendations regarding these improvements.

Data Sources

Most of the descriptive material for this study was gathered by the author during visits and interviews with program and host agency staff at each of the sites and at the Interagency Programs central office. Site staff graciously supplied case studies.*

Needs assessment data came from interviews with staff and from a survey of students. Survey 66 (School Success Learning Lab) was designed "to identify specific problem areas that are alienating 'high risk' students from the school system and process" and was conducted in spring 1990.

Data for an objectives-based evaluation of all of the sites following the "ETP process" were supplied by the Division of Juvenile Rehabilitation. These data are attendance percentages, ETP objective attainment figures, and Wide Range Achievement Test (WRAT) results.

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* Writers of case histories usually substituted fictitious names for actual names of students. To insure that all students were given fictitious names, this writer did likewise and apologizes for "rerenaming" where renaming had already occurred.

Format of the Report

The remainder of the report consists of three chapters:

- INDIVIDUAL SITES, which has 13 sections, twelve for describing each of the Interagency sites and a thirteenth for describing the history, composition, and activities of the Interagency Transition Team;

- CROSS-SITE STUDENT CONCERNS, which summarizes student responses to Survey 66 questions about improving the program and easing transition;

  and

- CONCLUSIONS AND RECOMMENDATIONS, which summarizes the study's major findings and offers recommendations appropriate to these findings.

INDIVIDUAL SITES

Each of the thirteen following site sections consists of four subsections which describe the site, give a brief case study of one of the site's clients, summarize student survey results, and present outcome assessment results for that site.

The outcomes, stated as measurable objectives by both Interagency and DJR staff and assessed for those sites indicated below, are:

1. The average attendance of students in Interagency programs will exceed the average attendance of these same students prior to their enrollment in Interagency Programs. (See Appendix A for a description of how preprogram attendance was determined.)

2. Students with at least 60% attendance will meet at least 70% of the living and job readiness outcomes defined in their educational transition plans (ETPs).

3. Students with at least 60% attendance will meet at least 70% of the behavioral outcomes defined in their ETPs.

4. At least 60% of students with at least 60% attendance will show at least a half grade level increase in reading and math skills. (The Wide Range Achievement Test, administered at time of enrollment and again after 90 days, is used to measure this outcome.)

The sites for which these outcomes were assessed are the following:

Central Youth and Family Services (formerly Mount Baker)
North Seattle Youth Service Bureau
Orion Center
Southwest Youth and Family Services
YMCA
Youth Employment Education Program

The remaining sites have no sitewide student outcome objectives (Detention Center, Metropolitan Seattle Urban League, and Ryther Child Center); have their own objectives, which differ from the above (First Place); or have not submitted data for determining whether or not objectives were met (United Indians and Youthcare Shelter School).

CENTRAL YOUTH AND FAMILY SERVICES

Site

Central Youth and Family Services (CYFS) is located in a collection of wood portables a block east of M.L. King Way and just south of I-90. The portables look in good repair, although the aftermath of some leaks is visible and there are only two bathroom facilities--one shared by staff and girl students, the other with only cold running water. Two staff members here, others at other sites, have observed that substandard facilities give a negative message to youth who already feel "less than..." However, the rooms are colorful with art work and posters and the exteriors of the portables were painted in 1988 the same shade of blue.

Staff

Seattle School District staff at CYFS are a site supervisor, three classroom teachers, one clerical person, three Corrections Education Associates (CEA's) plus another CEA who manages student time-out, coordination with other agency units and has the lead on computer services. (The CEA's are noncertificated staff who are at a higher classification and pay level than instructional assistants; they're required to have 90 hours of education credits and agency experience.) There are three classrooms, one for middle school, one for high school age students, and--an addition this program year--an entry level class for new students as well as those not successful on Level III. (The Level concept is described below.) A teacher-CEA-counselor (the last of whom is a Bureau employee) team operated in each. This site has also had an education intern for middle school students and a social work intern from the University of Washington School of Social Work.

Students

CYFS has funding for 55 students, although nearly 80 students have enrolled throughout the year. Students range in age from 12 to 18 years. As noted above, there is an attempt to group students into two classrooms, one for middle and one for high school age. Even so, there is a wide range of ability and previous schooling within each classroom. In the last two years there have been more middle than high school students. This, according to the site supervisor, reflects both Bureau and District concentration on younger at-risk youth.

The site supervisor also noted that the population served is still changing from predominantly Black male high school age to younger female, during the 1988-89 school year.

The student population includes parolees from Echo Glen Children's Center and Naselle Youth Camp. Some students are on probation through the Department of Youth Services of King County. On average, 60% of the enrollment has been adjudicated.

Program

The program goal is:

> **to provide an educational environment where students can strengthen their basic academic skills, learn more appropriate behaviors, increase their self-esteem and then transition (transfer) to a mainstream school or program leading to graduation** (CYFS Student Orientation Guide).

CYFS uses a level system to guide and motivate student academic and behavioral progress. There are five levels. Level I is completed when the following activities are accomplished: registration, counseling assessment, WRAT testing and orientation. Levels II through IV require the student to exhibit increasingly greater responsibility for academic work and behavior. Level V is the actual transition to the mainstream community school or education program, with contact maintained by advocate follow-up on these students.

Case Study

Donella, age 14, had a friend who was attending a support group at her Middle School. Donella asked to join the group and subsequently it was revealed that she was frequently depressed, an underachiever according to her teachers, and was cutting classes. She was reluctant to get involved with counseling because of her shyness and desire to keep her personal business private. She sustained on-going physical abuse by her mother which caused her to stay away from home on many occasions. After disclosing this abuse to the proper authorities, she was removed from her home and placed with her grandmother. During this placement, her grandmother's husband was reported to CPS for sexual abuse directed at Donella. She agreed to give counseling a chance and began sessions at Central Youth and Family Services.

Upon recommendation from a school counselor, Donella transferred to the CYFS Interagency school program. She began attending social skills groups along with individual counseling. The staff worked with her to remediate basic academic skills, encourage consistent attendance, and accept the support offered. She began to lose her shyness and actively participate in class discussions. She was able to share her problems with various staff and to some extent with the student group.

After a semester of successful progress at CYFS, Donella transferred to a Seattle high school where she is participating in a support group and tutoring program. Although she continues to experience family problems and susceptibility to certain high risk factors, she is keeping her individual counseling appointments and is beginning to assert her independence. Attendance is consistent and she is passing all her subjects. Donella is satisfying her need to make responsible choices and establish her independence.

Student Survey

Of the 16 CYFS students who responded to the survey question, "How is this school compared with the last school you attended?", eight or 50% responded 'better'. This percentage is somewhat lower than the cross-site percentage of 55.8.

Outcome Assessment

CYFS met two of four of its objectives as indicated below:

1. The average attendance of students at CYFS was calculated at 36.8% and 53.3% for each of its two classrooms. Both of these percentages exceed the preprogram attendance percentage of 15%.

2. Students with at least 60% attendance met 79% of the living and job readiness outcomes defined in their educational transition plans (ETPs). This percent exceeds the minimum standard of 70%.

3. Students with at least 60% attendance met 65% of the behavioral outcomes defined in the ETPs. this percent falls below the minimum standard of 70%.

4a. None of the students with at least 60% attendance increased their reading scores by at least half a grade. However, none of the five students who were pretested were also posttested on reading.

4b. None of the students with at least 60% attendance increased their math scores by at least half a grade. However, only one of the five students who were pretested was also posttested on math.

In addition, 23 out of 94 (24%) students served were "transitioned" to an alternative, vocational, or traditional educational program or became employed.

DETENTION CENTER

Site

The King County Detention Center school is housed in the basement of the Detention Center, which is located at 12th & Alder. The security of the facility is that of a jail so that a visit there is not a light undertaking.

At present, the school has a limited amount of classroom space because the Center is undergoing construction for enlargement.

Staff

At the time of the visit, spring 1989, the Detention Center had eleven Seattle School District staff: five teachers, four Corrections Education Associates (CEA's), a school secretary, and the Interagency Program Assistant.

Students

At the time of the visit, there were slightly more than a hundred students enrolled. Most were in detention awaiting trial; a few had been to trial and sentenced, but were staying until they could enter the prescribed facility.

Program

The Detention Center's written goals are to:

1. Provide an academic program tailored to the individual needs of an incarcerated youth. The program will assist in the acquisition of the cognitive, academic and social skills necessary for transition to the next level of learning.

2. Provide a learning environment that promotes meaningful student success so that youth can recognize their potential to achieve in academic settings.

3. Provide students with the knowledge and initial skills required to become a contributing member of society.

4. Provide appropriate education including, but not limited to: basic academic skills, behavior management, career awareness, physical education, social skills training and substance abuse education.

5. Prepare a transition plan for all students.

Each student has a points folder. Students can earn a full point for each class period, 1/2 for work and 1/2 for behavior. Points are recorded every class period and initialed by teacher. Points are used at the school store, which is open every other Friday. An awards assembly is held on alternate Fridays, at which time the student of the week is named.

The school day is six periods 8:30 - 2:10. This is slated to change to 1:30 - 9:00 p.m. to accommodate construction for enlarging the facility.

Case Study

The first day Rich came to Language Arts, he was asked to write for ten minutes in his journal. He told me that he could not write and asked if he could copy another student's work. I encouraged him to use his own words, but he always found some way to copy from a book, the board, or other students.

We had several discussions. It made no difference. I told him I was interested in what he wrote. That seemed to make no difference. Finally one day, he wrote down a short answer in response to a question. I read it. I told him it was good. I told him he could write. With continued encouragement, Rich's written responses became more frequent. He began to write in his journal. When it came time to write stories, he wrote a story. It was short, but good. After it was written, he typed it on the word processor and drew a paintworks picture to illustrate it.

Rich still has problems in class, but he is no longer afraid to attempt classroom assignments. This week in his journal, he is writing descriptive characterizations of staff members--a sort of collection of the people that are helping Rich help himself.

Student Survey

Of the 49 Detention Center students who responded to the survey question, "How is this school compared with the last school you attended?", four or 8.2% responded 'better'. This percentage is considerably lower than the cross-site percentage of 55.8.

Outcome Assessment

An ETP process with its attendant outcomes and outcome assessments has not been a funding requirement for non-DJR sites. Thus, Detention Center student outcomes are not measured in terms of attendance, ETP objective attainment, or WRAT gains. Although objectives may be set for individual students, the Detention Center does not have site-wide student outcome objectives. Efforts are being made by Interagency management to have the Detention Center and other non-DJR sites formulate their own site-wide student outcome objectives.

Detention Center staff have articulated process objectives based on their special needs and those of the students they serve. These process objectives, along with a brief description of their progress status, are as follows:

1. Improved delivery of a corrections education curriculum...

   ...is still in the planning stages. District Special Education staff are facilitating this objective.

2. Improved Special Education component...

...is ongoing, with continuing assignment of Special Education instructional staff to the Detention Center.

3. Improved communication with school districts...

...is continuing, but is still primarily devoted to Special Education students.

FIRST PLACE

Site

First Place is located in a community center in Seattle's Central Area.

Students

First Place serves children ages 5 through 13 (grades K-6), whose families are homeless. It has served as many as 46, 3/28/90 - 4/10/90 and as few as 20, on 9/11/89. First Place's contract with the Seattle School District is based on average daily attendance. Students are assigned through the school district's placement office.

Staff

First Place has nine staff members: three teachers, one teacher's aide, a social work supervisor, a counselor, a school psychology/family therapy consultant, an executive director, and an assistant to the director. None of these individuals is employed by the Seattle School District.

Program

First Place objectives can be subsumed under five activities:

1. **Register appropriate students.**

2. **Evaluate students' academic progress.**

3. **Provide emotional support to children.**

4. **Solicit feedback from parents.**

5. **Transition children to a mainstream school.**

Statements of actual measurable objectives can be found in the outcome assessment section.

The following is excerpted from a First Place curriculum description provided to instructional aides.

> The curriculum for 1-6 grades....Each child is assessed and an individual math program is designed. The first and second grade students work on number sequencing, addition and subtraction. We also work on graphing skills as well as word problems. The 3rd through 6th graders work on addition, subtraction of two and three digit numbers including regrouping. They also work on fractions, multiplication, division and some geometry.

The reading program includes self generated stories, poem reading, silent reading, being read to and thematic units which integrate a broad spectrum of curriculum...

Case Study

Justin, age 5, entered First Place's Kindergarten program at the beginning of the school year, placed by the Seattle School District Placement Office. His mother learned of First Place through the staff at the shelter where she, Justin, and his younger sister Julia, 2-1/2, were living. Justin's mom was trying to make a new life for herself and her two children. A recovering alcoholic, she had left an abusive home situation a few months before to enter a shelter for abused women. Both children had witnessed the physical abuse of their mother several times, and had been emotionally and verbally abused themselves.

Justin's mother was concerned about his lack of readiness for Kindergarten; his speech and language development were very slow, making it difficult for him to follow directions or express his needs. The First Place staff assessed Justin and found that he was functioning below Kindergarten level. He was unable to follow simple directions, identify or print any letters, or count to 10. First Place staff made him a focus of concern for speech and language special education through the Seattle School District. While awaiting the special education assessment, he was given extra assistance to enable him to follow directions and function in a group setting.

The staff discovered soon after his arrival that Justin quickly became frustrated and had difficulty managing his anger. He was placed on a behavior contract, earning stars for good behavior. Upon many occasions, Justin needed a safe place to express his emotions; his teacher and counselors often held him while he cried or expressed his rage. It sometimes took as long as 45 minutes before Justin was ready to resume activities with the rest of his class.

Justin's mother had placed him in counseling at a community mental health agency. The First Place staff encouraged her to continue taking Justin to see the counselor. First Place made contact with Justin's counselor, and established a working relationship with her around Justin's needs. Justin's sister, Julia, was placed in a Childhaven program (for abused preschool children).

Student Survey

Of the 24 First Place students who responded to the survey question, "How is this school compared with the last school you attended?", 13 or 54.2% responded 'better'. This percentage is almost the same as the cross-site percentage of 55.8.

Outcome Assessment

As noted earlier (p. 11), an ETP process with its attendant outcomes and outcome assessments has not been a funding requirement for Interagency sites other than

learning centers (those with DJR as coagency). First Place is neither a learning center nor does it serve secondary grade level students. Thus the First Place student objectives, which were formulated by site staff, differ from those established for learning centers. These objectives, along with a brief description of their outcome status, are as follows:

1a. Each grade 1 through 6 student enrolled in First Place for at least four weeks will accomplish a four-week reading and a four-week arithmetic goal. (Example: By (date), (student) will demonstrate knowledge of 3-digit substraction problems requiring regrouping by solving ten such problems with 100% accuracy.)

First Place staff report that 40 children met one or more goal, 33 partially met one or more goal, and 0 made no progress toward goals. They do not indicate how many children were involved in the counts, nor what constitutes partial meeting of a goal.

1b. Each Kindergarten student will accomplish one social skill and one academic area goal every four weeks, as determined by the Kindergarten teacher.

Staff report that 9 children met one or more goal, 20 partially met one or more goal, and 0 made no progress. They do not indicate how social and academic skills are assessed, how many children were involved in the counts, nor what constitutes partial goal attainment.

The remaining First Place objectives deal with process, rather than student outcomes.

2. An evaluation, to give to the new school, will be written on each child upon leaving First Place.

3. Each child will be prepared for transition through individual, group, and/or classroom discussions. Staff will discuss transition with parents and shelter staff as appropriate.

4. Distribute to parents, upon child's transition, a parent satisfaction survey and request parents' feedback, when possible.

5. Every child will have individual/group contact with the counselor, social worker, or teacher, in a "counseling" context, every two weeks.

Staff indicate that objectives 2 through 5 were accomplished.

Preprogram and during-program attendance of First Place students were also recorded. The latter was found to be 86.2%, which exceeds the preprogram attendance of 58%.

METROPOLITAN SEATTLE URBAN LEAGUE LEARNING CENTER

Site

The Learning Center is on the second floor of the Metropolitan Seattle Urban League (MSUL) Building which is at 14th and Yesler. The classroom, newly remodeled, is spacious and light, even with visible brick walls. The combination of work stations, carrels, computer stations, and video stations could easily accommodate twenty-five students.

Learning Center students also have access to the other MSUL services such as housing, education, and the employment programs. The agency also houses The City of Seattle Department of Human Rights, the Seattle Veteran's Action Center, The Central Area Contractors Association, the N.A.A.C.P., and Sound Heart.

Staff

The Learning Center staff includes a full-time Director, a three-quarter time Counselor, and one Seattle School District teacher. All MSUL programs are overseen by the Vice President for Programs.

Students

The Learning Center serves approximately sixty students ages 14 to 21 throughout the year. Students are referred by the King County Juvenile Detention facility, middle and high school counselors, and other Learning Center students. The Learning Center targets youth who are at-risk of dropping out, or have already dropped out of school.

Program

The Comprehensive Competencies Program (CCP) curriculum spans the first through the twelfth-plus grades. Hard copy curriculum is supplemented by computer software, videos, and audio-tapes.

After the students are tested and interviewed, they are placed in the appropriate subject area and grade level of the curriculum. The program is self-paced; generally after one hundred hours of instruction a student is able to advance to another grade level. Each time the student accomplishes such advancement he or she receives a certificate of achievement.

The CCP curriculum is published by the United States Basic Skills Investment Corporation (U.S. Basics) and is reported to have been used in over five hundred sites throughout the United States. The MSUL chose the CCP because it uses a multi-media approach to learning, has high standards of competency, and has a built-in reward system. In addition, U.S. Basics has a record of student achievement and has been recognized by the U.S. government as an exemplary program.

The computer assisted instruction is supplemented by guest speakers who present such topics as Afro-American history, teen pregnancy prevention, sexually transmitted diseases, rites of passage, and job interviewing. Topics are selected based upon student interest or need. Finally, students' career goals, personal needs, and aspirations are explored in one-to-one interviews with the Learning Center Director.

Most students attend half-day sessions either in the morning or afternoon.

Case Study

When Jane Hope enrolled in the Project Evenstart program, she heard about the Urban League's computer-assisted Learning center and knew that it was right for her son, Terry. Terry had been expelled from school for "being in the wrong place at the wrong time"; he was linked with a group fight that resulted in his expulsion from school for one year. But Terry needed to maintain involvement with the Seattle school system to avoid falling behind. The Urban League's Interagency agreement with the Seattle Public Schools enabled him to continue receiving an education in an alternative program that would transition him back into the Seattle School District next year.

Since attending the Learning Center program, Terry's basic skills have improved so notably that he will be assured of a return to school next fall. In addition, Terry has demonstrated an ability to work cooperatively with Learning Center staff and his classmates. He comes to class every day and regularly completes all of his assignments. Terry has shown that, given the opportunity, young people "in the wrong place at the wrong time" have stars that can shine as brightly as others.

Student Survey

Of the eight MSUL students who responded to the survey question, "How is this school compared with the last school you attended?", seven or 87.5% responded 'better'. This percentage is substantially higher than the cross-site percentage of 55.8.

Outcome Assessment

As noted earlier (p. 11), an ETP process with its attendant outcomes and outcome assessments has not been a funding requirement for Interagency sites other than learning centers (those with DJR as coagency). Thus MSUL does not follow the ETP outcome assessment process; no data were available to indicate assessment of other site-wide student outcomes.

However, preprogram and during-program attendance of MSUL students were recorded. The average attendance of MSUL students was reported at 45.3% and 42.1% for each of its two classrooms. Both percentages exceed the preprogram attendance percentage of 32%.

In addition, 22 out of 55 (40%) MSUL students were "transitioned" to an alternative, traditional, or vocational education setting or to employment.

NORTH SEATTLE YOUTH SERVICE BUREAU

Site

The North Seattle Youth Service Bureau (NSYSB) is located north of Ballard at the former Crown Hill Elementary School. Infant care and day care centers are also housed in this facility.

Staff

NSYSB has nine staff members from the Seattle School District: five certificated teachers including one Special Education teacher; two Corrections Education Associates (CEA's); a secretary; and a site supervisor.

Students

Students range in age from 12 to 16. The morning program, which is middle school oriented, is designed to serve up to 90 students. GED preparation for older clients is offered for one hour on Monday through Thursday and serves 25-30 students.

Students are referred through the court system, and through middle, high and alternative schools. (About 40% of the attending students are on parole or probation.)

Program

The goal of the program is transition. Last year's program manager estimated that 50-60% of students transitioned to an alternative, traditional, or vocational program.

The program is geared toward middle school students. These students attend classes much as they would in regular middle school, moving from one room to another, although course offerings and the number of classrooms (4) are necessarily limited. There are four required classes, reading, language arts, math, and physical education, and three "option" classes, life skills, human relations, and film studies.

Case Study

The staff at North Seattle Youth Services met Janet in November when she visited the school with a friend. She was living with the friend and her mother. She was fourteen years old and six months pregnant. She had last attended school several months earlier during her involuntary commitment to a mental health facility. During her first visit to the school at N.S.Y.S., Janet began to form attachments that would later lead her to enrollment in the school program.

Janet joined the school program in January. In addition to receiving academic enrichment, Janet was also referred for pregnancy and therapeutic counseling. As the time for Janet's delivery neared, arrangements were made for her to keep up with her school work while she was recovering. Through counseling Janet determined that it would be best for both herself and her child to have the child adopted by a family that could provide adequate care. This was partly because Janet is totally without current or future support from her parents. While Janet was recovering from her delivery, members of the school staff visited her at home to provide emotional and academic support.

Janet is now back in school and is doing well. She is being nominated for a city-wide award for having courage and perservance in a difficult situation. Janet plans to finish out the school year at N.S.Y.S. and transition to a regular academic program in the fall.

Student Survey

Of the 43 NSYSB students who responded to the survey question, "How is this school compared with the last school you attended?", 34 or 79.1% responded 'better'. This percentage is substantially higher than the cross-site percentage of 55.8.

Outcome Assessment

NSYSB met one out of four of its objectives as indicated below:

1. The average attendance of students at NSYSB was calculated at 52.4% and 54.0% for each of its two classrooms. Both of these percentages exceed the preprogram attendance percentage of 23%.

2. Students with at least 60% attendance met 64% of the living and job readiness outcomes defined in their educational transition plans (ETPs). This percent falls below the minimum standard of 70%.

3. Students with at least 60% attendance met 67% of the behavioral outcomes defined in their ETPs. This percent fall below the minimum standard of 70%.

4a. Three out of 12 (25%) pre- and posttested students with at least 60% attendance increased their reading scores by at least half a grade. This percentage (58%) falls below the minimum standard of 60%.

4b. Seven out of 12 (58%) pre- and posttested students with at least 60% attendance increased their math scores by at least half a grade. This percentage falls only slightly below the minimum standard of 60%.

In addition, 45 out of 185 (24%) students were "transitioned" to an alternative, traditional, or vocational education setting or to employment; 17 students completed GEDs.

ORION CENTER

Site

The Orion Center is located downtown near the Greyhound Bus Depot. The front portion is a drop-in area, with couches and a pool table. An office area with a window-wall is adjacent. The classroom and staff offices are in back, off a hallway. At the extreme rear is a dining area and a one-room medical clinic.

Staff

Orion has two staff members from the Seattle School District; a teacher and a Corrections Education Associate (CEA). They and the director of the Center supplied the information obtained during this visit. Other staff include a mental health professional and a drug and alcohol counselor. There are also two caseworkers, full-time drop-in staff, and regular volunteers.

Activities, other than classroom instruction, that school district staff are periodically involved in are: client staffings, behavioral planning, crisis intervention, building maintenance, food and clothing services, van driving to GED testing, and general supervision of clients. School staff also run a Tuesday AIDS class in conjunction with NW AIDS Foundation staff.

Students

Orion Center serves street youth, aged 11 to 21, who live in and/or work downtown Seattle. Most are runaways; many are involved in prostitution, burglary, and panhandling. The Boyer et. al. report (1987) emphasizes their victim (rather than criminal) status and their emotionally and socially handicapped condition. The report also gives some background statistics on a study sample, which includes Orion Center youth; descriptors include sexual orientation, sexual/abuse history, schooling, street and criminal involvement, prostitution, history of exiting (from street) attempts. The teacher also indicated that about 90-95% of Orion clients have drug problems.

Of the 350 screened drop-in clients who came through Orion during the 1988-89 school year, approximately 230 used the classroom and its resources, including staff. Although there were 77 enrolled, the school staff was actively involved with more than 100 clients at most times. Of the twenty students who began their testing for the GED in 1988, thirteen had passed as of June 1, 1989. The Orion school component provided approximately fifty clients with job assistance in the areas of resume development, application assistance and direct referral to job.

All Orion clients who are officially enrolled in the school component are individually evaluated for math and reading levels, tracked on an Educational Transition Plan (ETP) and individually programmed for their specific academic needs.

Program

The overriding goal of the Orion Center is "to get the street kids off the street by showing them positive alternatives to street life".

Embedded in that goal is the school component goal:

> **to transition students to next most appropriate educational setting (regular school, GED, employment). Secondary goal: increased self-esteem through successful learning experiences.**

Program specifics include: an individualized learning program; hours of operation from 10 a.m. to 6 p.m.; use of an Interagency reading consultant; and GED preparation, using grant money to pay for students' taking GEDs. The CEA also helps coordinate getting money to enroll students in community colleges.

Case Study

In spite of the fact that Eileen's mother is a Social Worker, Eileen comes from a background which includes a broken home, sexual abuse, and severe conflict.

Eileen first heard about the Orion Center when an outreach worker approached her in downtown Seattle. She was a heavy drug user and significantly involved in street prostitution. Because of escalating conflict at home, Eileen was spending increasing amounts of time on the streets.

At the Orion Center, Eileen became involved in counseling with the goals of decreasing her drug use through Drug and Alcohol counseling, stabilizing her living situation by providing her with alternative shelter and decreasing her involvement in prostitution by supportive counseling to increase her self-esteem. Eileen's mental health issues were also addressed and slowly she developed the strength to begin to deal with the pain of her sexual abuse and family dysfunction.

Eileen began working on her GED at the Orion School. She received a thorough academic evaluation and a personalized education program. These tools along with the nurturing support and encouragement of the school staff provided Eileen with a plan for ultimately achieving her academic goals.

Currently Eileen is drug free, attends Narcotics Anonymous regularly and is studying Music Video Production at the Seattle Art Institute.

Reference

Boyer, Debra, Killpack, Steven, & Fine, David. (1987) Street Exit Project, Executive Summary. Seattle: SYCS.

Student Survey

Of the nine Orion Center students who responded to the survey question, "How is this school compared with the last school you attended?", all nine or 100% responded 'better'. This percentage is considerably higher than the cross-site percentage of 55.8.

Outcome Assessment

Orion met two out of four of its objectives as indicated below:

1. The average attendance of students at Orion was calculated at 44%. This percentage exceeds preprogram attendance percentage of 3%.

2. Students with at least 60% attendance met 71% of the living and job readiness outcomes defined in their educational transition plans (ETPs). This percent exceeds the minimum standard of 70%.

3. Students with at least 60% attendance met 50% of the behavioral outcomes defined in their ETPs. This percent falls below the minimum standard of 70%.

4a. None of the students with at least 60% attendance increased his reading scores by at least half a grade. However, only three students were both pretested and posttested.

4b. One of the two (50%) pre- and posttested students with at least 60% attendance increased his math score by at least half a grade. This percentage falls below the minimum standard of 60%.

In addition, 29 out of 68 (43%) students served were transitioned to an alternative, traditional, or vocational education setting or became employed; 23 students completed GEDs.

RYTHER CHILD CENTER

Site

Ryther Child Center, a private facility, is located in a wooded residential area in north Seattle. Students served at Ryther by Seattle School District staff are residents in the Center's Adolescent Alcohol and Substance Abuse Program.

Staff

Seattle School District staff at Ryther are a teacher and a Corrections Education Associate (CEA). The teacher has been with Interagency Programs about six years and was previously with the Detention Center.

The teacher mentioned that she and the CEA do a daily "debriefing" in order to do the same and/or complementary work with each student and to prevent students from playing one teacher against the other.

Students

Ryther has twenty-two students, aged 14 to 19. Some are from the Detention Center, some are on probation and some are on parole. They are a mix of street and "middle class" kids. All have had some problem with drug/alcohol abuse. According to the teacher, they exhibit a wide range of past academic achievement, a large range (a few days to three years) of time out of school, and the whole range (one to sixty days) of time in treatment. Students enter and leave at the rate of about two each per week.

Students stay in two groups of eleven (maximum possible is twelve) each; members of each group live in same cottage and have the same class schedule, so they are together most of the time.

Program

The goal of the Ryther program is, in the teacher's words, to prepare students for the next most appropriate placement (Regular, SPED, GED, or employment). A secondary goal is to make it a positive experience.

To initiate transition preparation, the teacher frequently calls a student's previous school and talks to counselor; the purpose of this contact is to get information needed for placing the student. Each student has his/her own folder, kept in the classroom, where assignments and other work are kept.

The school day is three hours for three classes: art, academics, and p.e. As part of treatment, students also do a lot of writing and health study. During the visit, it appeared that the students were all working on individual assignments or projects; two on GED preparation and others on regular school assignments, which included language arts, world cultures, math.

Case Study

Curt was placed, by court order, in Ryther as an alternative to being held in Detention.

At first, Curt had very little motivation, probably due to the lack of family support. There were other factors such as Curt being the only minority in the program at the time. Originally, Curt had very little investment in the program. As weeks passed in treatment, Curt began to deal with his drug and alcohol issues, attending group meetings, being a guest speaker from time to time, and talking to younger kids. These activities as well as school participation gave Curt the motivation to complete treatment.

Curt was given the support he needed to obtain his GED in six days. Staff supported him in his personal self care by keeping his hair cut every other week. Even after treatment, Curt came in for his haircuts.

Curt is now in Discovery House and is working full-time at a local restaurant. He has sent in his financial aid forms and is waiting to attend Seattle Central Community College in the fall.

Student Survey

Of the six Ryther Child Center students who responded to the survey question, "How is this school compared with the last school you attended?", four or 66.7% responded 'better'. This percentage is somewhat higher than the cross-site percentage of 55.8.

Outcome Assessment

As noted earlier (p. 11), an ETP process with its attendant outcomes and outcome assessments has not been a funding requirement for nonlearning center sites (those with DJR as coagency). Thus, Ryther Child Center student outcomes are not measured in terms of attendance, ETP objective attainment, or WRAT gains. Although objectives may be set for individual students, Ryther does not have site-wide student outcome objectives. Efforts are being made by Interagency management to have Ryther develop an alternate accountability system.

SOUTHWEST YOUTH AND FAMILY SERVICES

Site

Southwest Youth and Family Services (SWYFS) is in West Seattle, just north of the city limits and across the street from a branch of the Seattle Public Library. SWYFS is a private, nonprofit agency, formerly managed by the City of Seattle, now managed by a private citizen board of directors.

The classroom is in a building attached to the main office and conference room. The counselors are housed on the first and second floor of the office building.

The agency is a "9-5" operation; counselors see students after school hours but it is not a nighttime drop-in place.

Staff

There are four Seattle School District staff, two teachers and two Corrections Education Associates (CEA's). All four report directly to an Interagency Site Supervisor. Both CEA's have Bachelor's degrees. Each of the four has his/her own group of students with whom he/she works--except when the teacher conducts whole group instruction.

Counselors are part-time SWYFS staff; most have Masters degrees in Social Work, some have special marriage and family training, and one specializes in the area of child abuse.

Students

Students are referred to SWYFS from a number of sources: Seattle School District Student Placement; Drop-out Prevention; Parole; Probation; Sealth and West Seattle High Schools; Denny, Madison, and South Shore Middle Schools; and youth service agencies.

SWYFS school serves about 45 students, either in the morning or afternoon. The school is divided into two component parts forming a level system. Each student entering the school program must complete an intake process with both school and bureau staff. School and bureau staff share information collected through the intake process and jointly determine whether the student can begin school immediately, or if he needs first to complete some requirement such as drug and alcohol assessment.

A student begins the school program in the afternoon. The afternoon classes meet three days per week for two hours. If a student comes to school each day on time, turns in his homework, and earns his points, he is allowed, after one week of this performance, to move into a morning program. The morning program meets each day for a total of 22 hours per week. The morning program is academically more rigorous and includes more direct instruction, homework, and computer assisted instruction. Students need to maintain 80% attendance, acquire 80% of possible points, and complete 80% of homework in order to remain in the morning

program.

Program

SWYSB is a transition program--to get students (usually) back in regular program. Its goal statement was supplied by staff:

To transition students to the next best place
- by changing inappropriate behaviors (and improving attendance)
- by providing individualized instruction (small group and individual assignments)
- by improving basic skills (GED instruction, math & reading)
- by providing and coordinating bureau services (jobs, group sessions, counseling)
- by improving team building skills (sports, volleyball tournament, and field day)
- by providing cultural enrichment (field trips to plays, museums, boat tour, Puyallup Fair, & Pacific Science Center)
- by providing information gathering skills (weekly trips to the library)
- by providing regular opportunities for computer use

The intake period is every Monday morning at 9:30 and lasts for two hours. During the first hour, staff describe school regulations to the student and complete paperwork required for admitting the student; during the second hour, a counselor separately interviews the student and the student's parents. One of the interview's purposes is to identify problems (which students may not know they have) such as alcohol/drug abuse and/or abuse in the home. Counseling for these problems occurs during or after school, individually or in groups. Students attend counseling sessions voluntarily, but being already in attendance at the school gets some students there who wouldn't otherwise go. Anger management, and self-esteem are common group counseling topics.

Maximum possible school credits that can be earned in this transition setting are two (.5 per subject: developmental reading, math, family life, middle or high school intervention).

Case Study

Dave, age 13, came to Southwest Youth and Family Services from Denny Middle School. His intake showed that he was prone to angry outbursts, skipped school, and was involved in many fights with his peers.

Dave's parents are older and in poor health. His mother is alcoholic. She expressed concern about Dave's problems in school, but seemed at a loss about how to effect changes in his school performance and in his unsatisfactory behavior at home. He came to the program with low self-esteem, unwilling to participate

in activities that he did not feel capable of performing well. These included sports and speaking in front of the class. Dave was well-practiced at making himself as inconspicuous as possible and avoided forming relationships with his peers.

Dave quickly fulfilled the criteria necessary to move into the morning program. Although he initially balked at some of the classroom activities, he gradually became more willing to try new things in the positive learning climate fostered by both staff and classmates. Staff encouraged Dave to participate in activities that had not given him many feelings of success. He was given strokes for participating and for positive performance.

Dave now is a classroom leader, and is well-respected by his peers. He, more than any other student, has helped mold a heterogeneous group of classmates into a supportive, unified school group. He willingly participates in all class activities. His parents are participating in weekly parenting classes. They notice a difference in his self-esteem, and an improvement in his behavior at home. He is very positive about his school performance, and will go on to attend Sealth High School next year.

Student Survey

Of the 25 SWYFS students who responded to the survey question, "How is this school compared with the last school you attended?", 16 or 64% responded 'better'. This percentage is somewhat higher than the cross-site percentage of 55.8.

Outcome Assessment

SWYFS (along with YEEP) is one of the "highest performing" ETP process programs, having met 3 1/2 out of 4 of its objectives as indicated below:

1. The average attendance of students at SWYFS was calculated at 32% and 59% for each of its two classrooms. Both of these percentages exceed preprogram attendance percentage of 13%.

2. Students with at least 60% attendance met 80% of the living and job readiness outcomes defined in their educational transition plans (ETPs). This percent exceeds the minimum standard of 70%.

3. Students with at least 60% attendance met 100% of the behavioral outcomes defined in their ETPs. This percent exceeds the minimum standard of 70%.

4a. Seven out of 11 (64%) students with at least 60% attendance increased their reading scores by at least half a grade. This percentage exceeds the minimum standard of 60%.

4b. Six out of 11 (55%) students with at least 60% attendance increased their math scores by at least half a grade. This percentage falls below the minimum standard of 60%.

In addition, 26 out of 95 (27%) students served were "transitioned" to an alternative, traditional, or vocational education setting or became employed; two completed GEDs.

UNITED INDIANS (I-WA-Sil)

Site

The I-WA-Sil (meaning "to change", in Salish) Youth Program is located in the basement of the Prefontaine Bldg, off Yesler between 3rd and 4th Avenues.

Staff

Seattle School District, through Interagency, contracts with I-WA-Sil to provide appropriate educational and related services. There is only one SSD staff person, a teacher, at I-WA-Sil. She indicated that she relies heavily on the consulting services of an Interagency reading specialist.

Students

I-WA-Sil currently serves Indian youth between the ages of 13 and 25; the target age group is 15 to 21.

The following is extracted from an I-WA-Sil Program report, dated 3/30/90:

> I-WA-Sil served 58 students between 9/18/89 and 3/30/90. A majority, 52, of them had been previously enrolled in the Seattle Public Schools. Their ethnic representation was: 40 Native American, 5 Black, 5 White, 5 Hispanic, 3 Samoan. Sixteen were female; 42 were male.

Program

The goals of the I-WA-Sil program obtained from a program brochure, are: (1) to recruit Indian and other minority youth, ages 12-18, who no longer regularly attend Seattle Public Schools, and provide for them the opportunity to develop sound academic and life skills conducive to personal stability and productivity; and (2) to provide Indian students, grades 6-12, attending a Seattle Public School, and who have been "long-term" suspended or are "at risk" of strong disciplinary action, with instructional and counseling assistance to facilitate their acceptance of District academic and behavioral guidelines.

Academic skills instruction utilizes "culturally-relevant materials and pedagogy to build upon ... strengths. Street life experiences and values ... a springboard for basic academic learning. Instructional methods will involve drama, movement, music and fine arts as vehicles for youth to achieve ... standard learning objectives. Activities and customs central to the Seattle Indian community, such as local pow-wows and a Talking Circle, will be fully integrated into the Project curriculum." (I-WA-Sil Education Project Abstract, 1988)

Case Study

Barbara is 16 years old and has been using the Program's Drop-In Center for several years. She began utilizing the juvenile advocate component and then the school re-entry program last year, when she was referred to the I-WA-Sil Youth Program by the Juvenile Court.

Barbara's parents are separated and she bounced from house to house until the age of 12. She has been on her own since then, and living on the streets. She dropped out of school 2 years ago when she was in the 8th grade. During this time, she was also charged with criminal activity.

Barbara was very open to the help offered her by the juvenile court advocates, and she quickly satisfied the requirements of the court. She enrolled in the school re-entry program where she spent many hours improving her basic skills and working on a math credit. During this time, she also actively participated in the drug and alcohol "Recovery Assistance Program" (RAP) group. She was very open and offered support and encouragement to others in the group. She completed the re-entry program and continued with the "RAP" group at her high school. Barbara has been back in school for 3 months and is doing well.

She has been living at home for several months, and is looking forward to the birth of her child in August.

Student Survey

Of the 13 United Indian students who responded to the survey question, "How is this school compared with the last school you attended?", ten or 76.9% responded 'better'. This percentage is substantially higher than the cross-site percentage of 55.8.

Outcome Assessment

In the past, I-WA-Sil has used an ETP process with its attendant student outcome assessment. However, these assessments are not available for 1989-90, the period of concern here.

The average attendance of students at I-WA-Sil was calculated at 24.4% and 26.9% for each of its two classrooms. Both of these percentages exceed the preprogram attendance percentage of 10%.

In addition, 11 out of 59 (19%) I-WA-Sil students were "transitioned" to an alternative, tradition, or vocational education setting or to employment. One student completed the GED.

YOUTHCARE SHELTER SCHOOL

Site

The YouthCare Shelter School is located downtown, not far from the Greyhound bus station, in the building which houses the YouthCare (umbrella agency) offices. The single classroom, and its adjoining office, is on the first floor. The Shelter itself is south of downtown; students are transported to and from school by van.

Staff

The school has two staff members from the Seattle School District; a teacher and a Corrections Education Associate (CEA). They and the YouthCare clinical director supplied the information obtained during this visit.

Both the teacher and the CEA teach at the Shelter school in the morning and at Ryther in the afternoon.

Students

Twelve students (maximum), ages 11 to 17, live at the Shelter; currently about 6 to 8 attend the Shelter school. Most of the Shelter clients are runaways; a few are on leave from the detention center; some are still attending their home school.

Program

The Shelter serves clients about 18 days on the average. School is in session for two hours in the morning. The school's objectives, stated as outcomes, reflect this anticipated short stay. These outcomes, obtained from the teacher and listed below, demonstrate the Shelter school's adherence to the ETP process.

Outcome No. 1:

Youth enrolled for a minimum of 10 days will have completed a Specialized Educational-Transition Plan that includes educational, behavioral, and vocational objectives.

Strategies:

1. Normalized environment for youth in crisis shelter by providing two hours per day of a supportive, positive school program.
2. Assistance for students in assessing skills, goals, and plans for education.
3. Contact among school and Shelter staff.

Outcome No. 2:

All students who attend 5 days will receive academic assessment. Tools used are WRAT Math and Reading Inventory when indicated.

Outcome No. 3:

All students who attend 5 days will increase one skill level in scope and sequence math curriculum.

Outcome No. 4:

30% of students will receive feedback from certificated reading teacher on their achievement in reading.

Outcome No. 5:

Staff will develop a computer literacy program for students who attend one or more days.

Case Study

Hal has been in and out of Interagency programs. He had been moving with his mother from place to place when he came to YouthCare. Even though the Shelter served him for two weeks, Hal was placed with his step father. Because the staff had been working with Hal and helped him clarify his goals, Hal chose to continue to attend YouthCare. Hal was then transitioned to Marshall.

Student Survey

Students at the YouthCare Shelter were not surveyed.

Outcome Assessment

The YouthCare Shelter School has formulated its own student objectives, which are similar to those established for the learning centers. These objectives were listed in the preceding program subsection of this YouthCare Shelter School portion of the report.

Data showing progress towards these objectives were not available at the time this report was written.

The average attendance of students at YouthCare was calculated at 42.8%. This percentage exceeds the overall Interagency preprogram attendance percentage of 19%. (No YouthCare preprogram attendance percentage was available.)

YMCA/LEARNING CENTER II

Site

The YMCA School is on the seventh floor of the downtown YMCA.

Staff

Three Seattle School District teachers staff the YMCA/Learning Center II School. The site's two Corrections Education Associates (CEA's) are also employed by the district. The school is also staffed with a .8 DJR person.

Students

Students range in age between 12 and 18 years. To describe them, it's easiest to distinguish between the two host agencies, the Y itself and DJR.

A. The Y (now serving 20-25 youth) is host agency for three different programs: Youth Shelter (15 beds) which provides crisis residential care, Foster Care Children (about 6 youth) two or three who attend the school at the Y but do not reside there, and Aloha House which has six beds. Aloha House is a DYS contracted facility which provides a staff person to the school whenever one of their students is enrolled.

B. The Department of Juvenile Rehabilitation (DJR) is the host agency for the Learning Center II program. To be accepted into the program, students must be court involved and are often eligible for special education services. These criteria are also present in above groups, but District staff aren't the ones who apply the criteria.

Program

Students earn P/F credit based on the points they have earned. Points are translated into hours (10 points per hour) and then hours translated into credits. The focus is primarily on reading, math, and language arts; however, other credits can be earned on an individual basis. Some students receive "pre-GED" training.

YMCA classes are 9 a.m. to 12 noon. Learning Center classes are 8 a.m. to 1:30 p.m.. 8-9 a.m. is breakfast/drug and alcohol study; 12:30-1:30 p.m. is P.E., leisure skills (physical education, sports, computers, board games, cards, movies, etc.). Shelter students get P.E., art, communication, etc. in the evening through Y facilities and staff and they receive credit for these hours.

Case Study #1

Joshua, 16, came into the YMCA/LC II school through the Shelter/Continuum of Care program in September, 1989. He was referred to the Continuum Program by DSHS for out of home placement. It should be noted that many of the students who come through the Shelter come to the school program with very little if any background information.

Joshua has a twin brother who "can do no wrong" and Joshua, within the dynamics of the family became the scapegoat for the family's problems (everything Joshua did was "wrong"). This situation eventually escalated to the point of the family requesting that Joshua be removed from the home.

Joshua was classified Special Ed in the BD category as being "manipulative and lacking in organizational and time line skills". Joshua performed academically at or above grade level. We did see evidence of Joshua's being capable of violent outbursts when provoked, but generally he was a quiet and reserved (reclusive) student. Joshua was chemically dependent and had a history of psychiatric counseling sessions.

Since Joshua had previously been put down and given much negative feedback, we attempted to bolster his self-confidence and feeling of self-worth in both the academic and behavioral areas.

Joshua made significant progress and responded well to the staff support. Plans were made to transition Joshua to another school until DSHS moved him to an alternate setting. Our recommendation was that Joshua had improved significantly and would probably be able to handle a normal school setting.

Case Study #2

In his younger years Paul, 15, lived with his alcoholic mother and was left alone a great deal. Paul did not bond with any adult and was a chronic non-attender of school even in his elementary years. Paul eventually moved in with his terminally ill father and other brother. At the time of his referral to the YMCA/Learning Center II by the Special Education Department, Paul had been suspended from a high school for numerous violations. He was also on probation for a weapons offense.

While at the Y/Learning Center II, Paul received special education classes in a highly structured environment with clear limits. Initially, Paul had difficulty responding to the structure but he gradually developed a sense of safety in the program and began to attend regularly, participate in class, and concentrate on learning. The staff provided on-going counseling to help Paul learn new methods and behaviors to handle frustration and conflicts. Paul even completed a vocational assessment.

Several home visits were made to assist the father in dealing with Paul. The staff assisted the family by being a liaison with the Seattle Police Department when Paul's older brother was shot, and referred the family to other necessary community resources.

After a year and a half, Paul transitioned to a regular high school and started the second semester with math, Driver's Education, and woodshop. He also had the option of vocational classes in the afternoon. Y/Learning Center staff followed up on Paul for one month in his new school program to assist with the transition.

Student Survey

Of the 14 YMCA students who responded to the survey question, "How is this school compared with the last school you attended?", six or 42.9% responded 'better'. This percentage is somewhat lower than the cross-site percentage of 55.8.

Outcome Assessment

The YMCA/LC II met one out of four of their objectives as indicated below:

1. The average attendance of students at YMCA/LC II was calculated at 33%/47.8%. These percentages exceed preprogram attendance percentages of 19%/16%.

2. Students with at least 60% attendance met 0%/40% of the living and job readiness outcomes defined in their educational transition plans (ETPs). Both percentages fall below the minimum standard of 70%.

3. Students with at least 60% attendance met 44%/25% of the behavioral outcomes defined in their ETPs. Both percentages fall below the minimum standard of 70%.

4a. One and none out of 3 (33%) and 1 (0%) students with at least 60% attendance increased their reading scores by at least half a grade. Both percentages fall below the minimum standard of 60%.

4b. Two and none out of 5 (40%) and 1 (0%) students with at least 60% attendance increased their math scores by at least half a grade. Both percentages fall below the minimum standard of 60%.

In addition, 16 out of 88 (18%) YMCA and 3 out of 20 (15%) LC II students were "transitioned" to an alternative, traditional, or vocational education setting, or became employed.

YOUTH EMPLOYMENT EDUCATION PROGRAM

Site

The Youth Employment Education Program (YEEP) is located in the basement of the 105 Union Building.

Staff

The YEEP has four Seattle School District teachers, including a site coordinator, and two Corrections Education Associates (CEA's) who provide instruction in math, social studies/science, writing, reading, cash/typing, drug/alcohol intervention/ prevention, and customer service during a seven period day. Each teacher is paired as an adviser with a set of students and also with one of three City of Seattle employment specialists.

Students

Two thirds of the students are parents; their median age is 17. Most are working toward a GED. Approximately 60 students are expected to graduate this June (1989). The average time out of school before entering YEEP is about a year, although some students are out longer; some students have had a child or were incarcerated in the interim. Fifty percent are on probation or parole; 25% are gang involved.

Program

Although set up for seven period day, many students spend a half day at YEEP and the other half in the City Campus program, a vocational program (e.g., fashion, auto, cosmetology), which is usually at a community college. The Seattle School District contracts with the providers of these programs.

Placement of students is by pretest (reading, writing, math, social studies, and science) scores. These scores are recorded on a card, which the student picks up in the morning before class and carries all day, along with class schedule and point tally. Points are earned for being on time for class, for good work, for good attitude, etc. These points are exchanged in the school store, which sells snacks. (The snacks are supplied by the district.)

An attendance report with fairly detailed comments goes to students' homes once a month. Among the comments on one example were those addressing adherence to school rules and expectations. Students get a description of school rules and expectations (along with a list of possible disciplinary actions) on a sheet of paper, which they sign at orientation, and which is kept in school file.

Case Study

William, now 18, was referred by his high school counselor as a student two years behind in credits and in desperate need of a job.

Upon testing, staff discovered William to have fourth grade reading and math ability. His records indicated a history of poor attendance. Staff found William to be withdrawn, unable to socialize with peers, and unable to make eye contact. William rarely spoke and was reluctant to express his needs.

Staff spent two years with William, building up his reading and math skills through tutoring, independent study, and group work. He was assigned to a counselor who, with class teachers, worked on his self-esteem and provided him with support services. He was drawn into group activities where he learned to interact with peers. William was assigned to an employment specialist who helped him learn job-seeking skills.

William completed his GED after two years of hard work. He has completed the first level of a Building Maintenance program at a vocational technical school. He was promoted to a Building Engineer program, which he now attends full time while continuing to work part-time. Although still shy, he has developed a small core of friends and can charm with a ready smile and twinkling eyes.

Student Survey

Of the 17 YEEP students who responded to the survey question, "How is this school compared with the last school you attended?", 14 or 82.4% responded 'better'. This percentage is substantially higher than the cross-site percentage of 55.8.

Outcome Assessment

YEEP, along with SWYFS, is one of the "highest performing" ETP process programs, having met 3 1/2 out of 4 of its objectives as indicated below:

1. The average attendance of students at YEEP was calculated at 34% and 37% for each of its two classrooms. Both percentages exceed preprogram attendance percentage of 15%.

2. Students with at least 60% attendance met 77% of the living and job readiness outcomes defined in their educational transition plans (ETPs). This percent exceeds the minimum standard of 70%.

3. Students with at least 60% attendance met 72% of the behavioral outcomes defined in their ETPs. This percent exceeds the minimum standard of 70%.

4a. Eight out of eleven (87%) students with at least 60% attendance increased their reading scores by at least half a grade. This percentage exceeds the minimum standard of 60%.

4b. Six out of eleven (55%) students with at least 60% attendance increased

their math scores by at least half a grade. This percentage falls below the minimum standard of 60%.

In addition, 42 out of 191 (22%) were "transitioned" to an alternative, regular, or vocational education setting; 109 (57%) completed GEDs.

TRANSITION TEAM

Site

During 1989-90, the Transition Team worked out of three locations, corresponding to three agencies, the Department of Youth Services, the Division of Juvenile Rehabilitation, and Interagency Programs.

Staff

The Transition Team is comprised of seven members and a supervisor. All of these individuals are employed by Seattle Public Schools.

Students

At present, the Transition Team serves only court-involved youth, primarily those on parole or probation. Plans are to extend Transition Team service to all Interagency students.

Function

There has been a Transition Team for students on parole for the past five years and some Interagency staff have done transition work on a nonsystematic, noncentralized 'after hours' basis since Interagency's inception.

In fall 1989, new Chapter I guidelines included a section for transition. The Interagency program manager applied for and received state funds for transition. To determine how to best use the money, he set up a committee of Interagency and County staff; members of this committee recommended an expanded Transition Team responsible for students on probation, students on parole, and other Interagency program students. In the early part of 1990, a supervisor was hired to coordinate the activities of this geographically and functionally diverse team.

In addition to coordinating pretransition planning and placement, Transition Team members go into the receiving school to check attendance, see the student, see counselors, change schedules, and act as students' advocates. If caseloads permit, transition staff keep a case for a full semester. Some students can be let go earlier. Follow-up sometimes takes the form of referral to another agency, tutoring, getting financial aid for community college/ vocational schools, or referral to high school completion program or job.

Case Study

Cal is a sixteen year old black youth who had been convicted of selling drugs; he was carrying a weapon at the time of his arrest and was believed to belong to a gang. The Transition Team became involved when he came out of the institution in which he had served time.

On leaving the institution, he went back to live with his mother, step-father, brother, and cousins. His step-father is described as an unemployed, disabled alcoholic. Cal is described as very bright, very emotionally needy, and a nonstop talker. He had a good vocabulary, scored at 11th and 12th grade on WRAT, but had only a few high school credits. The Transition Team got him into North Seattle YSB with Driver's Education at Ballard High School. After one semester, Cal was ready for transition and was also off parole, although he didn't want to leave the Bureau. Bureau and Transition Team staff worked with him on appearance, gang-connected dress, and manner. He was first registered at West Seattle, then he moved to YEEP.

Student Survey

Survey responses and outcome assessment results of students served by the Transition Team are included in results for the individual sites.

CROSS-SITE STUDENT CONCERNS

As noted in the Data Sources section of the Description of the Review chapter, a student survey (Survey 66, School Success Learning Lab) was conducted at most of the sites. Several issues of concern across sites emerged from responses to the open-ended questions, "How can school be made a better place for me now?" and, "How can it be made easier to change schools?" Appendices B and C list all responses to the first and second question respectively, along with the site(s) associated with each response. Responses to the first question are grouped into the categories teachers, classes, system, building and equipment, activities, and miscellaneous.

How can school be made a better place for me now?

The most frequent and widespread responses were variants of, "**have teachers help and understand students more**". Next most frequent and widespread were acknowledgements of personal responsibility such as "**it's up to the students, not the school**". Third most frequent was, "**have more activities, sports, PE**". Fourth most frequent was "**have longer breaks**". Tied for fifth were, "**make classes more challenging, harder**", "**make classes more fun and interesting**", and "**have no smoking, no drugs**". A number of responses were tied for sixth place: "have teachers be more serious, more mature", "have more/better field trips", "less homework, less reading", "later start for school", "different/fewer rules", "serve breakfast and lunch (MSUL)", and "have more computers".

How can it be made easier to change schools?

This "transition" question had three parts, "...while still in the old school" and "...after we get to the new school" and "in general".

The most frequent response to the "while still in the old school" part were variants of "**spend some time in the new school before transition occurs**".

There were two major types of response to the "after we get to the new school" part of the transition question. Responses of the more frequent type acknowledged students' own responsibility; e.g., "**attend and do the work assigned**"; other responses were suggestions for easing the first week(s); e.g., "**have teachers put less pressure on students at first**".

Responses to the "in general" part of the question were suggestions for structuring the system; e.g., "**have smaller schools**".

CONCLUSIONS AND RECOMMENDATIONS

Of the six sites that reported outcomes in terms of ETP process objectives, all met their attendance objectives; four met their living/job readiness objectives; two met their behavior objectives; two (the same two that met behavior objectives) met their reading objective (.5 increase in WRAT reading grade; and none met their math objective (.5 increase in WRAT math grade).

These findings suggest that:

- the (ETP) attendance objective as currently stated, that students' Interagency Programs attendance exceed students' previous school attendance, might not be stringent enough.

- the behavioral objectives might be too difficult to attain, or the activities designed to attain them are not appropriate.

- the (ETP) math objective as currently stated, that students show a .5 WRAT grade level increase over WRAT grade level established at entry into Interagency Programs, might not be feasible.

  It should also be pointed out, however, that the math objective is inappropriate on other grounds (as is the reading objective). It is expressed as WRAT grade level score differences which, according to the WRAT's authors (Jastrak & Wilkinson, 1984),

  > are misleading because of the varying intervals in terms of raw scores between grades at different places along the range of grades.

- half (six) of the sites cannot presently be held fully accountable for student outcomes, either because they don't have sitewide outcome objectives or they haven't measured or reported them.

- the Transition Team's accomplishments are not visible because its outcomes are presently 'folded into' individual site outcomes.

A way to address these concerns that is consistent with past policy-setting procedure is through meetings of the Interagency Management Team. Specifically, it is recommended that the Interagency Management Team (or a similarly constituted Interagency policy-making body) determine:

1. the appropriateness of the present attendance objective--that attendance improve over what was reported for the school attended prior to Interagency Programs entry--versus a more stringent objective, perhaps one that uses this year's site-level attendance as a criterion to be exceeded.

2. whether the present behavioral objectives are too stringent, or instructional processes don't lend themselves to their attainment. It might be useful to use the two sites that attained their behavioral objectives as guides in making this determination.

3. an alternative way of assessing academic achievement. Among the alternatives are: (1) use the WRAT with a conceptually related but more appropriate grade level reporting system, such as that described in Jastrak and Wilkinson (1984), (2) use WRAT standard scores or (3) drop the WRAT and use instead a measure more in line with the ETP process; i.e., establish a series of academic objectives for each student similar to living/job readiness and behavioral objectives.

4. a timeline for: (a) implementing a corrections curriculum at the Detention Center; (b) developing measurable sitewide student objectives at the Detention Center, Metropolitan Seattle Urban League, and Ryther Child Center; and (3) reporting objectives attainment at each of the foregoing and at United Indians and YouthCare Shelter School.

5. a figure to represent the percentage of transitions facilitated by the Transition Team.

6. how to incorporate into Interagency Programs planning the concerns expressed and suggestions offered in the 1990 Interagency student survey.

REFERENCE

Jastrak, S. & Wilkinson, G. (1984). Wide-Range Achievement Test (WRAT-R) Administration Manual for 1984 Edition, 28-29.

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APPENDICES

APPENDIX A

Determining Preprogram Attendance

A random sample of students was selected to represent each site; each site's sample size was proportionate to its percentage of the total Interagency population. Program records were reviewed for each of the selected students to obtain the following information:

1. Date of enrollment in Interagency program.

2. Date last attended non-Interagency school.

3. Name and location of last non-Interagency school.

Selected students' previous schools were contacted, in some cases by both letter and phone, in other cases, by just phone. Previous schools were asked to provide attendance data for the 60 calendar days prior to enrollment in Interagency. (The rationale for this was that Interagency's attempt to improve attendance deals with the student's current situation and therefore any comparison should be made to as current a school experience as possible. Given the transient nature of many Interagency students, going back more than 60 days could reflect very different circumstances than what the student is presently dealing with.)

Schools seemed to have problems providing this specific information, so most sent copies of the attendance records. These records were examined, and attendance for the most recent two months before Interagency enrollment were recorded.

In many cases, students were not enrolled in any school for some or all of the prior 60 days. Since this lack of school enrollment reflected a choice the student and his or her parents had made (similar to the choice of attending school or not), it was decided that a failure to be enrolled would be counted as a failure to attend.

In those cases where a student indicated enrollment in a school, but that school did not have or did not provide the attendance data, although it did respond to our inquiry, the student's attendance rate was counted as "0".

APPENDIX B

Responses to, "How can school be made a better place for me now?"

TEACHERS

	Site*
Help students more (personally & academically)	D FP IW R SW SW SW CY
Be better, more understanding	D D NS CY
Be more serious, more mature	R Y Y
Talk/lecture less	D NS
Pressure students less	NS SW
Move more slowly	NS Y
Leave me alone and let me work	IW
Push us harder	SW
Don't call on me unless I volunteer	NS
Be more understanding when we are late	UL
Be more accepting of late work	UL
Be better in Special Ed.	Y

CLASSES

Be more challenging, harder	D D SW CY
Be more fun and interesting	O R YE D
Have more/better field trips	NS IW Y
Have less homework, less reading	D NS IW
Have more homework	NS UL
Work at own pace, self-paced	D NS
Be more individualized	SW
Have more focus on teaching and learning	NS
Be easier	D
Allow more time to work in class	D
Receive credit for work	IW
Be more like regular school	D
Have more options	SW
Have more learning taking place	FP
Give more job experience	Y
Be bigger (classes)	IW
Be smaller (classes)	SW
Be better organized	SW
Be quieter	SW
Have Social Studies in the curriculum	Y
Have better movies	Y
One day at a time; no next week's assignments	CY

SYSTEM

Have longer breaks	D,FP SW Y Y
Have more time between classes	R
Have later start for school	NS IW SW
Have different/fewer rules	SW YE R
Serve breakfast and lunch	UL UL UL
Have a shorter school day	FP UL
Have more hours of class	FP IW
Have fewer hours of class	IW Y
Have more flexible hours	SW YE
Have better/longer lunches	NS
Have less study time	NS
Have fewer breaks	NS
Require less attendance	UL
Permit students to stay in this program	NS
Have more alternative schools	NS
Not be an hours based credit system	D
Put more pressure on to do work	CY
Have a stricter program	D
Not have so many tests	YE
Have free computer time	CY

BUILDING AND EQUIPMENT

Have more computers	D YE Y
Have a break room inside	NS
Have a school bus	NS
Have a cafeteria	FP
Have a smoking area	D
Have more classrooms	FP
Have a different building	FP
Have another pool table	IW
Have vending machines	SW
Redecorate building	CY

ACTIVITIES

Have more of them	NS SW Y
Have sports, PE	D FP Y
Have more group activities	Y

MISCELLANEOUS

Up to the students, not the school; it's up to me	D D YE CY
Not get kicked out	D
If we were better kids	D
If students would follow the rules	R

Better if students stayed out of trouble	IW
If students could be on task	YE
Have no smoking, no drugs	D NS FP R
If I could pass and get it over with	IW CY
Have no gang members	NS SW
Exclude those who don't want to learn	NS
Better to go to school of choice	NS
Get rid of racial prejudice. (School is anti-white.)	NS
Have nicer, more responsible students	NS
Better not to have to go to school at all	NS
Have support groups	NS
Have less pressure	NS
Have less pressure from parents or dope man	R
Have better parent example	D
Read the books to me, so I can pass	D
Get two big guys removed	IW
If teachers would not call on me	IW
Allow smoking	IW
Let classes be worked around job schedule	FP
Offer summer school	SW
Have school closer	UL

* CY - Central Youth and Family Services, D - Detention Center, FP - First Place, NS - North Seattle Youth Service Bureau, O - Orion Center, R - Ryther, UL - Metropolitan Seattle Urban League, SW - Southwest Youth and Family Services, UI - United Indians, Y - YMCA, YE - Youth Employment Education Program.

APPENDIX C

Responses to, "How can it be made easier to change schools?"

WHILE STILL IN THE OLD SCHOOL	Site*
Spend a full day in the new school	NS O SW YE
Take more than one tour of the new bldg/meet teachers	NS YE
Gradually exchange the old for new routine	NS
Be tested for new school & have results explained	NS
Orientation activities with kids in new school	NS
Have options for kids not making it.	D
Have better preparation for the change.	D
Have an organized orientation program	SW
Spend time getting prepared for the change	UL MB
Have an orientation class to get ready for the new school	D
Get as much information as possible	O
Have schools of choice.	SW

AFTER WE GET TO THE NEW SCHOOL	
Teachers expect less until students get used to it; Put less pressure on kids at first.	NS UL O
Have people around to help you the first week	YE
Other kids be more understanding of new kids	NS
Read, learn, and study.	MB
Study and get good grades.	NS
Work hard and get it done.	D FP O
Attend and do the work assigned	SW
Attend	YE
Stay out of fights and mind your own business	D
Adapt; don't fight it.	D
Accept people for what they are, not what they look like.	SW
Make friends and get involved.	D O
Hang around with the right crowd.	MB
Keep older, bigger students from bullying	NS
Be able to walk, not be bused; attend schools closer to home	NS D FP
Not quite so many rules.	O
Have more one on one explaining and helping	D
Give less homework.	IW
Make the work easier.	IW
Help all students get involved	IW
Relate to old school	UL
Have 'off-campus' rules	UL
Be encouraged to get bigger, feel older, earn respect.	MB

IN GENERAL

Have all one big school, K thru 12.
Have smaller schools
Half day schools
Skip junior high. Have k-3, 4-8, 9-12 buildings.
Have K-8, 9-12 system.
Have fewer classes for a shorter time.

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* CY - Central Youth and Family Services, D - Detention Center, FP - First Place, NS - North Seattle Youth Service Bureau, O - Orion Center, R - Ryther, UL - Metropolitan Seattle Urban League, SW - Southwest Youth and Family Services, UI - United Indians, Y - YMCA, YE - Youth Employment Education Program.

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